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ABSTRACT

As stated in this guide, the overall goal of the General Educational Development (GED) Program is to provide a practical program of diagnosis, prescription instruction and test readiness for adults so that they may obtain their High School Equivalency Diplomas. Guidelines are herein provided by the New York State Education Department for the establishment of basic instructional units, schedules and staffing patterns. The focus is on management, and specific teaching methods are not included. The GED tests in writing, social studies, science, reading skills and mathematics, and their emphasis upon comprehension skills, are described. Also included are general profiles of typical GED candidates, since an understanding of the motivation and special needs of the candidate is considered important for the programs' success. The nature and purpose of incidental tests integrated into the course of study, techniques and tips for the GED test-taker, and guidelines for the organization of the learning environment, are also outlined. The final section is comprised of examples and an overview of GED Program forms and records. (AEF)

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Managing the GED Program for the High School Equivalency Candidate

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GED

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF GENERAL EDUCATION CURRICULUM DEVELOPMENT
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FOREWORD

New York State has a proud tradition of providing encouragement and instructional services to any adult who desires to obtain a New York State High School Equivalency Diploma. The task of managing a General Educational Development (GED) program has been assumed by many individuals with a wide variety of training and experience. Some GED programs are managed by assistant superintendents of schools, building principals, or, in some communities, department chairpersons or secondary teachers; some are managed by part-time or full-time directors of continuing education or adult learning center chief administrators.

Supervisors of education in health and correctional facilities, industry, and Department of Labor programs have accepted the challenge of adding a GED component to their areas of responsibility. Lay leaders in a diversity of social and religious institutions and community based organizations dedicated to meeting the needs of the undereducated have seen the necessity of initiating GED tutorial assistance services for high school equivalency diploma aspirants.

Not everyone who manages a GED program is in need of all the guidance provided by this publication. Those individuals who have been, for years, conducting programs which have proven to be successful in preparing the high school equivalency candidate will probably find that this handbook serves only to reinforce their beliefs in certain modes of operation as being most efficient and preferred by adult learners. (Indeed, it was personnel involved in exemplary GED programs that the State Education Department turned to for recommendations and verification in developing this publication.)

For others, this publication may offer suggestions for improving an already excellent and ongoing program; for still others -- especially those who just have or are about to assume GED managerial responsibilities -- this publication will provide a description of the current 6-hour Tests of General Educational Development, testing policies, and suggested guidelines for organizing a GED program of comprehensive, client-oriented instruction.

As the title states, the focus of this publication is on managing the GED program. Methods of instruction and courses of study are addressed only in broad terms; specific teaching strategies or "lesson plans" are not included. For such, it is suggested that reference be made to the numerous high school equivalency curriculum publications produced and distributed by the Bureau of General Education Curriculum Development, or to the student study guides prepared by many of the leading textbook publishers.

The original draft for Managing the GED Program for the High School Equivalency Candidate was written by Jeanne E. Bitterman, Coordinator of High School Equivalency Services, New York City; Frances E. Loeffler, Reading Lab Teacher, Schenectady; Lillian R. McMillen, Instructional Specialist, Niagara Falls; and Glenn Schechtman, GED Instructor, Albany. Subsequent revisions of the manuscript were reviewed by Robert Poczik, Chief, Bureau of General Continuing Education; Theodore Turone, Associate, Bureau of General Continuing Education; and Dennis Hughes, Assistant, Division of Educational Testing. George K. Tregaskis, Associate, Bureau of General Education Curriculum Development, coordinated the project and designed the format.

THE GED PROGRAM IN PERSPECTIVE

The first Tests of General Educational Development were produced in 1942 to help veterans of World War II readjust to civilian life and to guide them in their vocational and educational planning. In 1945 the American Council on Education established the Veterans' Testing Service as a means of making the tests available to civilian institutions to which veterans were applying for assistance in vocational planning or college admission. Later that year the council established the Commission on Accreditation of Service Experience (CASE) to assume direction and supervision of the service. Shortly thereafter state departments of education and colleges began using the tests with nonveterans as well as veterans, and by 1959 more nonveterans than veterans were given the GED tests. CASE changed the name of the Veterans' Testing Service to General Educational Development Testing Service in 1963 in recognition of the broader function of the tests.

The GED tests are developed by the American Council on Education, but they are administered by the states under contract with ACE. In each state department of education there is one member designated as the state administrator of the GED testing program. The state administrator is responsible for the operation and administration of the program in his or her state and for implementing state policies. These policies include determination of the conditions under which certificates may be issued, the minimum tests scores accepted, the requirements for admission to testing, the location of the official GED test centers, and the dates of testing.

Each state determines the location of official test centers. The tests are also administered at correctional and health institutions and at all federal correctional and health facilities as well as all Veterans' Administration hospitals that conduct educational therapy programs. In addition to the tests administered at official GED centers, approximtely 100,000 military personnel on active duty are given GED tests each year. Most states require a fee for taking the test. This varies from state to state and ranges from $5 to $15. New York State is one of the few states which requires no fee. In large urban areas the tests are given frequently; in other areas they are scheduled less frequently but usually at least once in two months.

Various forms of the test are administered to civilians and military personnel. All forms are comparable and have been equated to the current national norms. The tests are constructed through contract with educational agencies or institutions which have facilities for constructing and establishing norms for the tests. New forms are provided each year and are reviewed by curriculum experts nominated by the national Association of Secondary-School Principals.

National norms were established in 1943, 1955, and 1977 by the administration of tests to high school seniors. Results of a norming done on seniors graduating in the Spring of 1980 will be available by January 1981. Approximately 20 percent of high school seniors fail to achieve a standard score of 35 or above on each test or an average standard score of 45 or above on all five tests. Therefore, the GED Testing Service of the American Council on Education has recommended a 35 minimum score on each subtest and a 225 minimum total score as the criteria for passing. However, ACE allows each state to establish its own critical scores in terms of its educational standards. The minimum requirements vary from state to state with New York State's requirements of 35 minimum on each subtest and 225 minimum total being typical.

The tests are scored by the GED centers or state departments of education. Under the terms of contract between ACE and the state, permanent records are kept of each individual's scores. Official reports of test scores are given to examinees and upon request, to educational institutions and employers.

Despite the rapid growth in school enrollments and educational opportunities, less than half of the adult population in the United States has completed a high school education. A substantial and growing number of young people drop out of school before graduation, and at the same time employment opportunities in industry, government, and the armed forces place increased emphasis on the high school credential.

Three additional factors indicate the need for evaluating educational experiences outside the formal school system. First, since 1900, industry and business have established classrooms and self-study programs ranging from adult literacy to post-doctoral studies and including high school equivalency. Second, the antipoverty programs and manpower development programs of the federal government now provide for continuing educational experiences. Third, through the U.S. Armed Forces Institute, a large number of armed forces personnel each year complete courses required for a high school diploma. The GED tests provide a means of evaluating and acknowledging these educational experiences.

The complex society we live in makes it increasingly difficult for people to realize advancement if they lack an educational background. That is the reason the number of people taking the GED exam increases every year. The following comparative chart indicates the growing interest in the GED:

COMPARATIVE TESTING DATA ON NATIONAL LEVEL 1958 - 1968 - 1978

Years	Official GED Centers in Operation	Total Volume Candidates Tested	Average Age	Average Number of years of Previous Schooling	Percent Planning Further Study	Percent Meeting Standards
1958	642	58,723	27	10.0	38.0	78.0
1968	1,336	265,499	29.5	9.7	39.9	69.4
1978	2,670	641,250	25.5	9.9	47.5	61.1

Source: The GED Statistical Report, 1978. The General Educational Development Testing Service of the American Council on Education.

On a national level, from 1950 to 1978, the number of people taking the GED increased tenfold; the number of centers offering the test, fourfold. In 1978, Spanish editions of the test were administered to 30,628 people while French editions of the test were administered to 197. Between 1973-1978, 200,859 certificates were issued. However, the percent of those tested who meet the requirements for a certificate has decreased steadily over the years on a national level.

Experts in the field attribute this rising failure rate to two factors. (1) The desire of large numbers of people for the tests has made it an acceptable thing to pursue. Public relations and advertisments have made it appear that the GED provides an easy way to obtain an equivalency diploma. Counselors in employment services, personnel directors and social workers encourage adults to take the test without realizing the proficiency necessary. The low fee, or in states such as New York, the no fee requirement also encourages people to take the test without adequate preparation. (2) The population taking the GEDT has changed. In the 1940's and 50's examinees were primarily high school dropouts who had acquired basic academic skills. In the 1960's the number of minority disadvantaged examinees with no prior formal high school experience has increased. Many of this population often enter the test without necessary verbal skills and adequate basic skills to pass the GED.

New York State has one of the lowest percentages of examinees passing (43.1). One reason for this is that more people take the exam in New York than anywhere else—72,000 candidates in 1978 and an expected 85,000 in 1980. New York is well ahead of Texas (48,000) and Florida (42,000) -- the second and third states leading in number of candidates tested. Also, New York State is one of the few states requiring no fee.

Many adults who are not successful with this exam on their first attempt return to take the exam again. Others, either before or after one attempt, seek adult education programs which offer GED preparation classes. In New York State in 1979 some 21,000 adults were enrolled in State-funded GED programs. While the number is far greater than this when college, business and other private GED programs are taken into account, it in no way equals the need. According to the 1970 census in the State of New York, there are almost 6,000,000 adults who do not possess a high school diploma. (Unofficial estimates put the 1980 figures at 8,000,000.) On a national level, there are 80,000,000 adults over 26 years of age who are without a high school diploma.

It is certain that the number of people showing interest in the GED exam will increase during the coming decade. In this age of specialization, a high school diploma or its equivalent is one of the most valuable indicators for potential success. The diploma will be increasingly critical for higher paying jobs in industry, in civil service, in the armed forces, and for admission to college or trade schools. In the future, people will continue to seek a high school diploma for self-improvement and a feeling of satisfaction in obtaining an educational goal. The GED program will continue to have an important place in the lifelong learning concept of education.

DESCRIPTION OF THE TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

The tests used by New York State to determine eligibility for the New York State High School Diploma are the Tests of General Educational Development (GED) of the American Council on Education. The GED test battery consists of five separate subject areas: writing skills, social studies, science, reading skills, and mathematics.

The GED tests are designed to assess those intellectual (including analytical and organizational) skills, major generalizations and concepts, and application of knowledge generally associated with each academic area at the high school level. Recall of facts is tested for through a number of discrete items -- mostly in social studies and science -- but is not emphasized.

Adult learning methods are less formal than those used in schools. Therefore, adults are more likely to depend upon firsthand experience, self-directed reading, and informal contacts with other people than upon close examination of texts, attention to detail, and the systematic testing common to the secondary school classroom. The results of adult learning are thus evidenced in the power to deal with concepts and generalizations in new contexts. The GED tests are designed to measure this kind of achievement in adult learning.

TEST 1 -- THE WRITING SKILLS TEST (80 items)

The Writing Skills Test is a one hour examination which contains 80 items. The sentences used in this test are relevant to the language experiences of an adult. Most sentences are 20 words or less and a controlled vocabulary (high school senior level) is maintained. The subject areas covered on this test along with the percentage of the test devoted to each area are the following: (Percentages may vary slightly depending on the test form.)

Section I -- Spelling (Combined with Section II, 25%)

Choosing one misspelled word out of a group of words or determining that all words are spelled correctly.

Section II -- Capitalization and Punctuation

Choosing one of four possible capitalization or punctuation errors in a sentence, or determining that the sentence is correct as written.

Section III -- Usage (30%)

Choosing one of four underlined parts of a sentence which makes the sentence grammatically incorrect, or determining that the sentence is correct as written. Examinee is tested on ability to detect errors in the use of subject and predicate, tenses, clauses, prepositional phrases and other areas commonly covered in English usage.

Section IV -- Sentence Correction (30%)

This section consists of single sentences. A portion of each sentence is rewritten four times. Although the points of usage tested here are generally the same as those in section three, this format enables candidates to make decisions about effective expression as well as acceptable usage.

Section V -- Logic and Organization (15%)

Choosing the item which is best or most logical to the organization of a given passage. Unlike the remainder of the Writing Skills Test, this section is concerned with a group of sentences rather than single sentences. The test questions are based on a short passage of less than 200 words.

The logic and organization questions test seven categories:

1. Irrelevancy: Determining that a sentence or idea has no place in the logical order of the passage.

2. Sentence relationship: Using transition words or other connectives to establish the relationship between ideas or sentences.

3. Diction: Using the appropriate word to convey the meaning, given the style of the passage. (Recognizing slang, colloquialism.)

4. Economy: Reducing the number of words and arranging them in one sentence.

5. Clarification: Seeing the need to avoid ambiguity.

6. Ordering: Selecting the best order for the sentences in the passage.

7. Paragraphing: Dividing the passage into appropriate paragraphs.

TEST 2 – THE SOCIAL STUDIES TEST (60 items)

The Social Studies Test is a one and a half hour examination which consists of 60 questions. The subject areas and item breakdown are as follows:

U.S. History (25%)
Economics (20%)
Geography (15%)
Political Science (20%)
Behavioral Science (20%)

The inclusion of reading passages in the behavioral sciences is a major content change in the new GED.

Passages on this test often include an "Important Terms" section preceding each passage. This list of difficult words indicates the terms which are explained in alphabetical order at the end of each passage. These explanations of difficult words should be read before answering the questions pertaining to that passage.

The Social Studies Test includes charts and graphs since they are an important device in social studies research. The graph questions test ability to determine the relationship between or among several sets of facts or pieces of information. Three types of graphs are commonly used: linear graphs, bar graphs, and pie graphs.

TEST 3 – THE SCIENCE TEST (60 items)

The Science Test is a one and a half hour examination which contains 60 questions. This part of the examination is designed to test ability to read passages of material in science and to interpret what has been read. The Science Test also contains discrete questions that are not based on a given reading passage; but rather, are designed to test understandings of basic concepts in science. The following topics may be covered on The Science Test:

Biology (50%)

Genetics; evolution; cells and their structure; human anatomy and physiology; ecology and ecosystems; microbiology; health, nutrition, and disease; reproductions; photosynthesis; biological roots of behavior; regulation and homeostasis (tendency toward a state of balance); structural and functional relationships in plants and animals.

Earth Science (20%)

Structural geology (physical geography, landforms); subsurface geology and seismology (earthquakes, tidal waves, zones, continental drift, volcanoes); mineralogy, paleontology (life of past geological periods) petrology (study of rocks); stratigraphy and sedimentation (rock formations, ice age, fossils, and earth history); hydrology and water resources; pollution; composition and structure of the atmosphere; temperature; wind; precipitation; solar system; oceanography; and effects of the magnetic field.

Chemistry (15%)

Acids and bases (salts, neutralization, metals and acids); molecules and molecular theory (models, solutions, molecules and compounds, chemical reactions, conservation of matter, electrolysis and electroplating); atoms and atomic theory.

Physics (15%)

Distance and the nature of measurement; matter; optics and waves; reflection and refraction; wave theory in relation to light and sound; mechanics (laws of motion, inertia); gas laws; electricity and magnetism.

TEST 4 -- THE READING SKILLS TEST (40 items)

The Reading Skills Test is a one hour examination consisting of 40 items. The content breakdown of the examination is as follows:

Practical Reading (15%)

The category of practical reading includes the utilitarian reading normally required of an adult. Instruction handbooks, recipes, contracts, indexes, library entries, outlines, nonpolitical cartoons, pictorial announcements, advertisements, and forms are examples of practical reading. Questions based on practical reading passages test the reading comprehension skills of main idea, verifying supporting details, drawing inferences, and inferring the meaning of unfamiliar words. Also, there may be questions that measure ability to follow directions, interpret a contract, understand humor, draw inferences from pictures, recognize propaganda or use reference tools such as library catalogs, outlines, and indexes.

General Reading (30%)

The category of general reading refers to the type of reading generally found in popular articles from magazines and newspapers. Questions based on general reading passages test approximately the same reading comprehension skills as the practical reading items.

Prose Literature (30%)

Prose is subdivided into the two categories of fiction and nonfiction. The fiction category includes novels and short stories. Questions based on fiction passages test the comprehension skills of inferring the plot, setting, and character. Nonfiction includes biographies, autobiographies and essays. Questions based on these passages test inferring word, line and passage meaning, and inferring the style and tone of the passage.

Poetry (12%)

Questions based on poems test the reading comprehension skills of choosing an appropriate title, determining the poet's mood and meaning, inferring style and tone, and determining main idea.

Drama (12%)

Questions based on drama passages test the skills of inferring character, setting, style and tone, and line meaning. Poetry and drama represent only a small part of the Reading Skills Test.

TEST 5 -- THE MATHEMATICS TEST (50 items)

The Mathematics Test is a one hour examination consisting of 50 questions. The GED Test places greater emphasis on basic math than on geometry and algebra. The skill areas and percentages are given in the chart below. (Percentages may vary from form to form.)

SKILL AREAS	
Arithmetic	55%
Practical applications involving addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals; properties of numbers; measurement of length, area, volume, money, time, mass/weight, and liquid capacity; averages; interpretation of tables, graphs, and charts.	
Geometry	20%
Measurement of angles, line segments, area, and perimeter, direct and indirect measurement; similarity of geometric shapes (applications with diagrams or maps for visual support); scale reading and interpretation; application of the Pythagorean relationships.	
Algebra	25%
Coordinate geometry (number line, rectangular coordinates, and distance between two points); slope; ratio and proportion; use of algebraic formulas (excluding exponents, radicals and roots); linear equations and simple linear inequalities; simple quadratic equations, exponents; point of intersection of two lines.	

DESCRIPTION OF THE COMPREHENSIVE SKILLS REQUIRED ON GED TESTS 2, 3, AND 4

The GED test series emphasizes reading comprehension skills as the most critical set of skills necessary to pass the exam. The comprehension skills described below are essential not only for the Social Studies, Science and Reading Skills Tests, but also for correct interpretation of instructions and questions in the Writing Skills and Mathematics Tests. Most of the social studies and reading skills passages represent a 6.0 to 8.0 readability level. The reading level of the Science passages ranges from 6.0 to 14.0+ with a heavy concentration at a 11.0 grade level.

1. Finding facts - Choosing the statement in the item which best expresses an idea in the passage. This may require finding a statement in the item which matches a statement in the passage word for word, or one that matches the paraphrasing of one or more statements in the passage.

2. Application - After extracting information from passage, applying information to another situation or problem.

3. Identifying the main idea or choosing the best title - Choosing the statement in an item which best supports the main idea expressed in the passage, or choosing the title in an item that is best supported by the passage.

4. Drawing logical conclusions - Choosing the statement in an item that best supports a conclusion that can logically be derived from the information contained in the passage.

5. Making inferences - Choosing the inference in an item that is best supported by the information in the passage.

6. Interpreting charts, maps, cartoons, and graphs - There are four types of skills which are required in items relating to charts, maps, and graphs. Each requires choosing the item which accurately reflects the information that can be derived from the illustration.

   The difference in the four skills is described below.

   a. Finding facts - the information appears in the illustration.

   b. Computation - comparing one or more facts in the illustration, possibly requiring the application of basic math skills such as addition or subtraction of whole numbers.

   c. Conclusion - drawing a logical conclusion based on the information supplied in the illustration and, occasionally, also utilizing information in the corresponding passage.

   d. Inference - making an inference based on information supplied in the illustration and, occasionally, also utilizing information in the corresponding passage.

7. Identifying words in context - Choosing the statement that best expresses the meaning of a particular word that is included in the passage.

8. Interpreting devices used for literary effect - Choosing the statement in the item that best supports the intent or meaning of a literary technique or style. This type of item generally requires making an inference.

9. Prior knowledge - choosing the statement that best applies and/or supports a conclusion that can be recalled from the general body knowledge committed to memory.

10. Discrete item - Choosing the statement which best completes item using specific facts committed to memory.

SCORES AND RETESTING

All answers are marked on a separate machine scorable answer sheet by blackening the appropriate spaces. Only the correct answers are counted and there is no penalty for incorrect answers. Therefore, candidates should always answer each question.

In order to pass the GED exam in New York State, a GED candidate must obtain a total score of at least 225 points (average of 45 on the five tests) and must attain a score of not less than 35 points on each subtest. Both conditions must be met. To obtain an average score of 45 or to accumulate 225 evenly over the five subjects, a candidate needs to answer correctly approximately 50% of the total amount of test items (290). Candidates not passing the exam whose scores are below 225 do not have to retake the entire exam. However, the more tests that are taken, the greater the probability of obtaining 225 points. When a candidate retakes a test or tests, only the highest scores on each test are used. Even if the retest scores are lower, the highest scores will be used.

Standard scores are used to report a candidate's GED results for each of the five tests in the battery. These scores have been used since the beginning of the GED testing program to relate the level of achievement for an individual GED candidate to the levels demonstrated by recent high school graduates. A 1977 U.S. Norming Study is the basis of current comparisons. A 1980 norming study is underway, and GED officials hope to have the norms revised every two years in the future.

The standard scores for each test are normalized scores with a mean of 50 and a standard deviation of 10. The relationship between raw scores (number of correct answers) and standard scores is based on the test results of a nationwide representative sample of grade 12 students tested near graduation. The American Council on Education has recommended that state requirements be neither so high as to represent levels of achievement far above that demonstrated by recent high school graduates nor so low as to jeopardize the credibility of the GED programs.

Candidates could probably more easily interpret GED scores if they were reported in percentages. However, standard scores were chosen for two reasons:

1) Standard scores assure that each test and form requires a comparable degree of competencies. For example, candidates can earn a standard score of 50 on a "difficult" test form by answering slightly fewer items correctly than on an "easy" test form.

2) Standard scores allow results on each of the five tests in the battery to be reported on a comparable basis in spite of different tests lengths and time limits. Standard scores allow the influence of each test to be about equal on the total standard score level.

GED test records show that 25 to 30 percent of those who take the tests fail to achieve the minimum test scores required in their states for issuance of a certificate. Failure does not exclude the examinee from taking the tests again, but the policy on retesting is determined by each state. New York State allows unsuccessful candidates to retest but there are two criteria which must be met:

1) Two months must elapse between testing period. (If a person is tested on January 5, 1981, that person cannot be retested before March 5, 1981.)

2) A different form of the GED test must be used for each retest. (If a candidate has exahusted all GED test forms available at a test center, the Chief Examiner should be asked to call the State Administrator to obtain a form which the candidate can use.)

Special Arrangements and Forms

The GED testing service has prepared special versions of the tests for handicapped candidates. Large type, braille, and tape-recorded versions are available from the testing service on an individual basis when authorized by the state administrator.

The GED tests are currently available in English and Spanish language editions in New York State. The eligibility and score requirements are the same for English and Spanish candidates. However, if a candidate has obtained scores on different language editions of the GED tests, the scores cannot be combined. A separate test record for each language edition is maintained.

THE GED CANDIDATE: PROFILES, CHARACTERISTICS, AND PROBLEMS

Success in managing the GED program requires an awareness of the diversity of characteristics and needs of the potential candidates. Maintaining a representative picture of a "typical" student is often helpful to the administrator in the selection of instructional materials, assignment of staff, and choice of teacher aides. It will be found, however, that by and large the nature of GED candidates (their motivations, interests, and requirements) are as varied as the opportunities the High School Equivalency Diploma can provide. This chapter will provide an overview of the diversity of potential high school equivalency candidates.

STATUS

In New York State, candidates pursuing the High School Equivalency Diploma may generally be classified as follows:

1) Employed candidates - they are often interested in the High School Equivalency Diploma for job-related reasons. The skills it represents are often required by employers for job maintenance or advancement. Candidates might be seeking a job change or a general improvement in their work situation; the diploma is often a job-entry or training program requirement.

2) Unemployed candidates - they often perceive the High School Equivalency Diploma as a means of enhancing their employability. Perhaps they are interested in pursuing continuing or higher education opportunities. Participation in a public assistance program can also stimulate enrollment, as there is generally a requisite educational component for entitlement.

3) Institutionalized candidates

   a) Individuals in correctional facilities might participate in prison-sponsored programs with a view towards future possibilities in the mainstream of society; or they might be interested in enhancing their educational level while incarcerated.

   b) Individuals in hospitals might include those residing permanently or temporarily in an hospital setting because of chronic disease, immobilizing handicaps, or mental disorders. Such individuals might be ready and able to take advantage of educational opportunities.

   c) Individuals in rehabilitation programs might include both residents and out-patients suffering from alchohol or drug related disabilities, and, or personality disorders. These clients are usually able to benefit from educational services.

4) Foreign-born candidates

   a) With credentials from their home countries. Though both native and non-native English speakers may possess equivalent credentials from their country of origin, the New York State High School Equivalency Diploma might better provide the improved employment and educational opportunities they seek.

b) Without credentials. For those candidates who have not attained an equivalent educational level in their native country, the attractions of GED are similar to those for the population at large.

c) Non-native English speakers. These candidates are often referred to GED through English-as-a-Second Language programs. Some of these individuals may have the literacy skills necessary to pursue the High School Equivalency Diploma, though their speaking abilities may remain limited.

5) House-bound candidates

a) Handicapped. These individuals may be home-bound but are able to pursue instructional programs while confined.

b) Parents with young children. These candiates are often looking forward to continuing their education or re-entering the job-market.

c) Individuals with house-confined dependents. These candiates might be temporarily house-bound due to the custodial care of an aging parent or disabled child.

6) Handicapped candidates - There are many mobile individuals who are legally defined as handicapped. Such potential candidates might be wheelchair confined, partially sighted, or partially paralyzed. Special facilities and tests can be made available for their preparation and examination.

7) Candidates who are young adults - This includes students who have "dropped-out" because traditional programs did not satisfy their special needs, or who have "stopped-out" because of familial responsibilities, work demands, or other such extenuating circumstances. Such candiates might be returning for the High School Equivalency Diploma so that they can continue with higher education opportunities.

8) Candidates who are military personnel - There are those candidates who have enlisted in the military prior to completing their high school education. Possession of a High School Equivalency Diploma would improve their educational opportunities while in the armed forces as well as after discharge from the armed services.

MOTIVATIONS

The above description of possible candidates only briefly touches the range of potential candidates. So too, the list of motivations is extensive. These interests fall into three major areas.

1) Job-related - Often the high school equivalency candidate must acquire the High School Equivalency Diploma to fulfill current on-the-job requirements, or to meet future or anticipated requirements, or to gain entry into special training programs.

2) Education-related - Entry into most higher education institutions and programs requires a high school diploma. GED preparation is thus sought as a means toward educational opportunity.

3) Personal growth - For a large number of candidates, not having a high school diploma is an embarrassment. Attaining the High School Equivalency Diploma can be instrumental in building a positive self-image, and enhancing one's ability to pursue leisure time activities. The High School Equivalency Diploma also facilitates a parent's ability to reinforce his or her child's schooling.

BARRIERS AND NEEDS

Any profile of candidates and their interests would be incomplete without mention of some of the common barriers and concomitant special needs they experience.

Among the factors that impact on pursuit of GED are the following:

1) Economic limitations - A large number of candidates are economically disadvantaged; they often cannot afford the time-out or time-off to attend an education program. Travel to and from a program can be costly. As well, the cost of the materials and or child-care may prove to be prohibitive.

2) Geographic constraints - Students might experience problems in travelling to and from classes if the classes are held outside the local community, if the neighborhood in which the class is sponsored is threatening after dark, or if public transportation is required or inconvenient.

3) Familial responsibilities - Enrollment and attendance are often affected by concerns such as:

   a) Child-care demands - feeding or baby-sitting arrangements.

   b) Marital responsibilities - a spouse who might expect the candidate to be home.

   c) Other dependents - parents or relatives that might require scheduled care.

4) Scheduling - It is difficult to arrive at maximally convenient hours to convene classes, as workers often have very different hours of availability than those with other home responsibilities.

5) Personal issues - Such factors as a past negative educational experience, or a more generalized fear of failure can, and often do, act as deterrents to pursuing GED preparation.

In order to insure success of the program, the special needs of the population must be considered. Support services should include: personal counseling, vocational counseling, financial assistance, travel assistance, and child-care assistance. Scheduling and instructional flexibility must be maintained as the target population's hours are often limited.

MANAGEMENT OF THE GED PROGRAM

The overall goal of the General Educational Development Program is to provide a practical program of diagnosis, prescription, instruction, and test readiness for eligible adults so that they may obtain their High School Equivalency Diplomas as efficiently as possible.

To achieve this goal, it is strongly suggested that program managers follow New York State Education Department guidelines in establishing basic instructional units, scheduling, and staffing patterns.

BASIC INSTRUCTIONAL UNIT

To maintain a proper balance between educational and cost effectiveness, the basic instructional unit for a general education preparation course should be comprised of no fewer than eight and no more than twenty students. Groups of less than eight should be brought up to at least eight in order to keep per student costs at a justifiable level. Groups of more than twenty should be divided as follows: One unit per twenty students plus one unit for each additional eight to twenty students. The number of students in each unit should be equalized.

Example A

50 students	=	2 full instructional units and a remainder of 10 students

Three instructional units could be instituted in this case and the instructional unit size equalized to 16-17 students each.

Example B

63 students	=	3 instructional units and a remainder of 3 students

In this case, just three instructional units would be set up. The three remaining students would be assigned to a waiting list. Because students in a General Educational Development Program are encouraged to take the GED as soon as they demonstrate readiness, openings occur steadily throughout the duration of the program, thus making it possible to accommodate persons on the waiting list.

MINIMUM SCHEDULE

For greatest educational impact, no fewer than six hours of instruction should be offered in a normal week. Programs offering fewer hours per week tend to serve only those who need instructional services least, forcing those most in need of help to attend for more than one school year before they become ready to take the Tests of General Educational Development.

STAFFING PATTERNS

Programs operating with close to the minimum suggested student load (approximately eight students) could conceivably operate with a single instructor. Programs with a larger registration should consider the addition of another half-time instructor, allocating 225 instructional hours for 150 class hours -- two instructors rather than one for 75 class hours, one instructor for the remaining 75 hours. The additional instructor could be used to augment the process of individualizing instruction.

Although the phrase, "high school equivalency class" is more familiar -- especially to the public -- "GED instructional unit" is a more accurate and descriptive phrase and its use by professionals in the field is encouraged. One or more such units constitute a GED program -- the preferred operation of which adheres to the following guidelines:

- The programs should run at least 150 hours before recycling.
- New students should be enrolled continuously during the duration of the program -- as long as each instructional unit does not exceed suggested maximum of twenty students.
- Students who are ready to take the General Educational Development Test at entry should be so certified and arrangements should be made for them to take the test at the next scheduled testing date
- Students should have a minimum entry level of 7.0 grade equivalent in reading comprehension on a level of a standardized test designed to measure grades 7-9 achievement.
- Students should be asked to take the GED at any point in the program when they demonstrate readiness on a "predictor" test.
- Diagnostic/prescriptive instruction should use the individualized approach and be performed in "learning laboratory" style.
- Primary instructional emphasis should be given to increasing reading speed and comprehension skills.

Program managers are also responsible for the following areas when establishing and/or maintaining effective GED programs:

- Program planning including a survey of community needs, interests, and resources.
- Interpretation, publicity, and promotion of the program.
- Recruitment, selection, training, and supervision of the instructional staff as well as support and office staff.
- Establishment of student intake procedures including orientation, registration, testing, and placement.
- Curriculum planning and implementation.

- General administration including budgets, accounting, interim and final reports, and proposals for the new program year.
- Instructional supplies and equipment as well as office supplies and equipment.
- Office management including supervision of clerical personnel and the establishment of office procedures.
- Coordination and cooperation with other community agencies.
- Evaluation of the staff and of the program.
- Professional growth.

Although all of these responsibilities play an important part in the overall management of the GED program, it is generally agreed that the effectiveness of the instructional staff determines, to a great extent, the success and quality of the program. Therefore, the remainder of this chapter is devoted to the following areas:

- Staff recruitment
- Staff qualifications and characteristics
- Staff roles
  - Counselor
  - Learning laboratory specialist
  - Instructional supervisor
  - Paraprofessional
  - Instructor
- Staff development
- Staff evaluation
- Program evaluation

STAFF RECRUITMENT

The adult student is usually self-motivated and will continue to attend class session providing individual goals and objectives are being met. Therefore, it is wise for the program manager to use every available resource in recruiting the most qualified teachers possible.

The instructional staff can be recruited in the following ways:

- Contact the school district office of staff personnel.
- Post vacancies in various schools.
- Contact school principals, supervisors and other teachers.

- Advertise in the local newspapers.
- Contact community organizations and agencies.

It should be noted that many local district teacher contracts require that full-time day teachers be given first preference for any adult education positions -- providing they meet the minimum requirements.

STAFF QUALIFICATIONS AND CHARACTERISTICS

Instructors for the General Educational Development Program should have the following qualifications and characteristics:

- Minimum of a bachelor's degree in adult, elementary, or secondary education with emphasis in reading, English, or higher mathematics. Preference should be given to teachers with adult education background first and elementary background next because they are usually student-oriented, able to teach reading skills, and, have experience in managing individualized as well as group instruction.
- Valid New York State teaching certification in adult, elementary or secondary education. Again, preference should be for those teachers certified in adult or elementary education.
- Sensitivity to adult students and an understanding of their individual goals, needs, problems, and responsibilities.
- Flexibility in working with adults.
- Commitment to the program and the students.
- Willingness to participate in needs assessment activities as well as orientation, pre-service and in-service activities.
- Organizational and managerial skills.

STAFF ROLES

The number of staff members servicing a GED program depends on the size of the program. Larger programs have counseling, learning laboratory, supervisory and paraprofessional services available as well as the instructional services.

In General Educational Development Programs (or individual instructional units where support services are not available) the instructor to some degree, assumes all of the roles described below. The instructor is responsible for managing not only the instruction but also the intake of new students, recordkeeping, and other counseling activities. The instructor may also be responsible for the evaluation, selection and ordering of appropriate materials for the program.

Where possible,the General Educational Development Program shares the use and costs of the support staff services with other funded programs such as Adult Basic Education and Comprehensive Employment Training Act.

A description of the role of each support staff member in the General Education Development Program follows:

- Counselor

The responsibilities of the counselor differ from program to program. However, most counselors are responsible for the intake portion of the student's entry into the program. Intake includes registration, orientation, administration of the locator and achievement tests, interpretation of results, and placement in an instructional unit.

The counselor also provides a variety of services for adult students which are structured and unstructured, planned or incidental. The adult guidance program generally consists of counseling, informational service, placement, followup, recordkeeping, and data analysis.

In counseling, as in all other phases of the adult program, respect for the individual as another adult is essential. Generally, the adult's greater maturity makes it possible for him/her to understand the results of the testing and participate in counseling procedures far more effectively than an adolescent or child. These factors carry the following implications:

- Effective counseling of adults can only occur when the individual is receptive to such help.
- Counsel must be practical and pertinent to the problems of the individual.
- The person being counseled must feel he/she understands the reason for any procedures being followed.
- Any information about individuals being counseled must be kept strictly confidential, unless, as in the instance of skills analyses, the student knows the information is being shared with other teachers for the purpose of prescribing appropriate instruction.
- Any information provided must be accurate, practical and up to date.
- All concerns not properly within the limits of counseling must be referred to the appropriate agencies.

The counselor is also responsible for student attendance, drop-out followup, and retesting referrals for the Tests of General Educational Development. In an effective counseling program, the counselor is involved in all components of the program and works closely with all members of the staff.

- Learning Laboratory Specialist

General Educational Development Programs, which have learning laboratory resources available, are able to provide adult students with

additional diagnostic, self-paced, instructional activities. The student's laboratory program is usually closely coordinated with the classroom activities.

The responsibilities of the learning laboratory specialist are to:

- Provide an orientation to the learning laboratory.
- Diagnose, interpret, and prescribe a program to meet individual skill needs.
- Work cooperatively with instructors to provide instructional activities which will help reinforce diagnosed skill needs.
- Provide flexible scheduling to meet the work schedules of adults and provide instructional activities for those who cannot attend classroom instruction on a regular basis.
- Help students become more independent and self-directive in their preparation for the test.
- Orient the instructors to the learning laboratory so that they understand what is offered and how the laboratory activities can be coordinated with the classroom instructional activities.

. Instructional Supervisor

Managers of larger programs have many administrative responsibilities which prevent them from supervising the instruction as closely as they feel is necessary. In these instances, instructional supervisors are hired to work directly with the staff and students on a day-to-day basis.

The responsibilities of the instructional supervisor are to:

- Participate in the planning and evaluation of the curriculum and instructional activities for the General Educational Development Program.
- Assess, select, and order appropriate materials for the program. (It is important to involve the instructional staff in this activity.)
- Conduct orientation and pre-service activities for new teachers in the program.
- Act as an instructional resource person for the instructors and other staff members.
- Participate in developing, administering, and analyzing needs assessment surveys for the instructional staff.
- Plan and conduct ongoing in-service activities using a variety of techniques to meet the needs and interests of the staff.
- Evaluate and procure professional literature which is relevant to the program.

- Act as a liaison person between the program manager and the staff.

- Act as a liaison person between the main center and satellite classes.

- Act as a liaison person between the program and community agencies and organizations.

- Participate in staff and program evaluation. In some school districts, only the program manager or director may formally evaluate staff teaching competencies. However, the instructional supervisor does work with the staff on self-evaluation and program evaluation activities.

. Instructor

The role of the instructor in the program is that of a facilitator, a diagnostician, and a guide.

The responsibilities of the instructor are to:

- Plan instructional activities with the student based on the diagnosed skill needs of the students and their preferred style(s) of learning.

- Plan an instructional setting which will allow a variety of activities for both independent and group work.

- Help the students make the most efficient use of their time in preparing for the test.

- Help the students become self-directing in their work and to encourage them to become more independent in the program.

- Help the students evaluate their progress compared with their entry goals, scores, and skills.

- Review "test-wiseness" or "test-taking" tips for taking the Tests of General Educational Development.

- Keep accurate attendance and instructional records.

- Refer the student for the test when both the student and the instructor feel the student is ready and the predictor test results provide the same indication.

- Follow up on absentees and drop-outs.

- Participate in the recruitment of new students.

- Paraprofessional

A paraprofessional is a trained aide who assists a professional person; e.g., a teacher's aide, a learning laboratory aide, or a counseling aide.

The paraprofessional in the General Educational Development Program may, under the direction of a professional:

- Administer and score diagnostic tests.
- Assume attendance and recordkeeping activities.
- Prepare materials for the instructional unit(s).
- Monitor reinforcement activities.

STAFF DEVELOPMENT

Every year new instructors are appointed to fill vacancies in the GED program. These instructors, like their students, come with a great variety of previous educational experience. Those who have never taught before may need training in teaching General Educational Development skills to adults, or in adjusting their teaching to adults. Participation in staff development activities may be required as a condition of employment.

In planning a staff development program of orientation, pre-service and in-service activities, it is necessary to begin with an analysis of the information and skills the instructors feel they need in order to perform their duties. Then, it is necessary to involve the instructors in the identification of those skills which they need to strengthen. This needs assessment can be accomplished through the following:

- Pre-employment interviews.
- Questionnaires or surveys designed by the instructors for instructor input.
- Observation of instructors in their classrooms.
- Committees of instructors engaged in group self-evaluation.

The needs assessment information is analyzed and included in planning the orientation, pre-service, and in-service activities.

The special needs of instructors new to the General Educational Development Program require orientation and pre-service. The orientation and pre-service activities can be part of the employment interview or they can be covered in one session prior to the instructor's first meeting with the students.

In-service activities should be planned cooperatively by the program manager and the instructional staff including the instructional supervisor (if one is on the staff) — using the results of the needs assessment information. These activities might include:

- Group in-service meetings.

- Individual conferences.
- Preparation of training bulletins and materials.
- Visitations to other adult classes for observation and possibly participation.

Areas which might be of value to all teachers include:

- Characteristics of the adult learner.
- How adults learn.
- Role of the teacher, counselor, learning laboratory specialist, paraprofessional, other.
- Techniques for teaching adults.
- Involving students in planning.
- Review and use of materials for the General Educational Development Program.
- Evaluation - of students, instruction, materials, program.
- Procedure for followup of absentee students and drop-outs.

STAFF EVALUATION

Evaluation should be built into the total program. It should be a continuous process in which the results are fed back to the staff to help in the redefinition of goals and objectives. This would then aid in the overall improvement of the program.

The person responsible for the supervision of the General Educational Development Program usually has a double purpose in evaluating the staff. On the one hand, this person (manager and/or supervisor) aids, trains, and supports the staff using evaluation as an instructional tool. On the other hand, the performance of each staff member is evaluated using predetermined criteria agreed upon by all participants. Evaluation of the staff performance for quality of instruction can be accomplished through:

- Informal visits with follow-up conferences.
- Student feedback.
- Individual conferences requested by either the instructors or by the evaluator.

Evaluation will be more valuable and less threatening if all the parties are involved in setting the goals and objectives for the instructional staff members.

PROGRAM EVALUATION

Evaluation is an essential component of the management of a GED program. The program manager is constantly making judgments about what is done and the results that are obtained. The major reason for evaluation is to determine any means by which the program may be improved. If careful evaluation is made, the manager has the evidence necessary to support budget requests and to defend and justify the total program.

Evaluation of the total program should be based primarily on the number of students obtaining the High School Equivalency Diploma. However, cost effectiveness cannot be determined apart from a consideration of the entry level of the students and the number of hours required to complete their preparation. It is to be recognized that some students enter the program with marginal academic backgrounds and others with quite advanced skills; some with a high motivation to complete their preparation as expediently as possible, others with a degree of indifference; some with slow rates of learning, some with capacities that allow them to assimilate information very quickly.

Certainly there are many factors over which GED program personnel have no control; yet, if the goal of the program is to assist individuals in obtaining a High School Diploma, then the "bottom line" for achieving that goal must be the number of students who earn that credential.

In order to maintain pertinent data, report forms can be obtained from the State Education Department, Division of Continuing Education.

TESTING IN THE GED PROGRAM

Four types of tests are commonly used in the GED program. While all four relate to the main purpose of determining the candidate's level, each test has a distinct nature and specific purpose. The four types of tests are the locator test, achievement test, predictor test, and diagnostic test.

Since the GED program is open-ended, testing is an on-going process. Refer to the "Flow Chart of HSE Candidate's Progress Through the GED Program" (page 31) for an overview of the role of testing in the GED program.

LOCATOR TEST

As part of the initial intake process, administer a locator test to the HSE candidate. The purpose of administering a locator test is to determine if a candidate should be given a standardized achievement test (and if so, what level) or should receive instruction in basic skills.

A locator test should never be used as a substitute for an achievement test. An achievement test generates a more accurate and detailed account of the candidate's level, abilities, and needs.

The reading locator test may be oral or written and may consist of either short, graded, reading passages, or a graded word list. Locator tests, usually require very little time for administering. Examples of reading locator tests are:

- Botel Word Opposites
- Tests of Adult Basic Education (Locator)
- Slosson Oral Reading
- California Achievement Tests (Locator)

While only a reading comprehension test needs to be administered to the candidate for entrance into the GED program, it is also helpful to administer a mathematics test. An example of a mathematics locator can be found on page 51.

If use of the locator test reveals that the candidate is not ready for an achievement test (scored below 8.0) instruction in basic skills should be implemented.

ACHIEVEMENT TEST

Once the appropriate level achievement test has been determined, administer a reading achievement test to the HSE candidate as the next step in the intake process. The purpose of administering the achievement test at this time is to determine the level at which the candidate is functioning. Knowing the candidate's level is necessary to determine if GED instruction is needed or if the candidate is ready to take one of the predictor tests, and to determine appropriate level of material to be used in independent or instructional assignments.

Note:

Reading test scores generally indicate a "frustration" level; i.e., a reading level at which a student is likely to experience excessive difficulties with word recognition (30 - 40 percent of the words unknown or incorrectly identified) and comprehension (40 - 50 percent of the assessments answered incorrectly). Reading at this level, the student, through reading silently, is probably hampered by (1) labored word-by-word decoding, (2) multiple regressions, (3) difficulty in following a line of thought, development of an argument or point of view, and (4) inability to make inferences and draw conclusions. Obviously, the student will feel tense and uncomfortable reading at this level and, therefore, it is recommended that materials written at his or her frustration level not be used for instruction or independent work.

Rather, for instructional purposes, materials written at least one reading level lower than the student's frustration level would be appropriate. At the "instructional" level, it is generally assumed that the student will be able to recognize 95 percent of the words and evidence a 75 percent comprehension of the material. Because this is material assigned in an instructional situation, it is also assumed that the 5 percent or word recognition errors and 25 percent comprehension gap will be overcome by the instructor (1) teaching specialized and difficult vocabulary, (2) discussing the author's organization of material (where appropriate) and (3) providing -- especially in science and social studies — explanations of new concepts to be introduced before the student is expected to read the passage.

Two other reading levels should be of concern to the high school equivalency instructor: independent and capacity.

At the independent reading level (generally two or more reading levels lower than the frustration level) the student's word recognition errors are minimal and comprehension is reflected in a thorough grasp of the author's meaning. Material assigned for recreational and unmonitored supplemental or "practice" reading should always be at an independent level.

Capacity reading level indicates the level at which a student comprehends material which is read to him or her. It represents the highest level of material a student could read on his or her own — if not handicapped by word recognition errors. It may be of interest to the instructor to determine this level for, theoretically, if a student is able to answer correctly 50 - 60 percent of the questions of an Official GED Practice Test which has been read to him or her, then the only tasks remaining for the instructor in reading is to bring that student's decoding skills up to the level required to read the test independently.

Grade level designations of materials may be determined by applying the Fry Readability Formula. A description of this formula is found in the Journal of Reading, November 1968.

An instructor may make an informal estimate of appropriate instructional and independent materials for a student by asking the student to read orally, representative passages from various texts, and applying the previously described criteria for word recognition and comprehension.

If a candidate's standardized achievement test score is less than 8.0, begin instruction in the appropriate areas until a score of 8.0 or better on the appropriate

level of the achievement test is obtained. Note that the HSE candidate may enter at any level; however, for fiscal purposes, a candidate entering with less than an 8.0 is accepted in the adult basic education program. If a candidate's test score is 8.0 - 9.4, begin instruction in the appropriate areas until a score of 9.5 on the alternate form of the achievement test is obtained or until it is apparent that this candidate is ready to take the predictor test. Use of an alternate form of the achievement test at this time is optional, but desirable if there is any doubt about the candidate's readiness for the predictor test. If the candidate's test score is 9.5 or better, omit instruction at this time and administer the predictor test.

Although only a reading comprehension score is necessary for placement in the GED program, it is desirable to administer the reading vocabulary, mathematics and English usage sections of the achievement test as well. Administering these other sections will provide additional useful information about the candidate.

Many achievement tests provide crude diagnostic information. Use the item analysis which comes with the test to diagnose candidates' strengths and weaknesses in order to determine their instructional needs. For example, if a candidate correctly answered five out of six factual reading questions, but only scored four out of nine interpretive questions, that candidate may need instruction and practice in interpretive reading skills. If the item analysis further shows that three of the five interpretive questions missed were in the area of science, the candidate should receive practice in interpretive reading skills in the science subjects.

The following achievement tests are appropriate for use and placement in the GED program. An item analysis is provided for each and each test and is available in complete batteries or single sections. Individual sections take 40 - 75 minutes, depending on the section and test administered.

TEST	LEVEL	PUBLISHER
California Achievement Test	IV	CTB/McGraw Hill
Tests of Adult Basic Education	D	California Test Bureau
Metropolitan Achievement Test	Advanced	Harcourt, Brace, Jovanovich

PREDICTOR TEST

The predictor test used in the GED program is the Official GED Practice Test, published by the American Council on Education. This test is very similar in form and content to the GED Test. The test battery has two forms, A and B, each consisting of five sections which correspond to the GED Test. Each section contains half the questions of the full length GED Test and requires half the time to complete. The five sections are:

Test Number	Name	Number of items	Time Required
1	Writing Skills Test	40	30
2	Social Studies Test	30	45
3	Science Test	30	45
4	Reading Skills Test	20	30
5	Mathematics Test	25	30

Administer a predictor test to the HSE candidate who has demonstrated a minimum reading comprehension level of 9.5 on a standardized achievement test. The purpose of administering a predictor test is to determine if the candidate is ready to take the GED Test, and, if not, in which of the five content areas further instruction is needed.

Refer HSE candidates to the GED Test when they achieve a minimum total standard score of 250 in all five test areas with an average of 50 and a minimum of 40 in each section. Although a total score of 225, with an average of 45 and minimum of 35 on each section is required to pass the GED Test, an additional margin of 5 points on each section of the predictor test is recommended before referral. Administer form B of the predictor first. If less than 40 is scored on any section, despite the total score, give the candidate instruction in the appropriate area. If the candidate has passed each section with a minimum score of 40, but has a total score under 250, provide instruction in those areas in which he or she scored below 50 on the predictor. When the candidate is ready, re-test on form A.

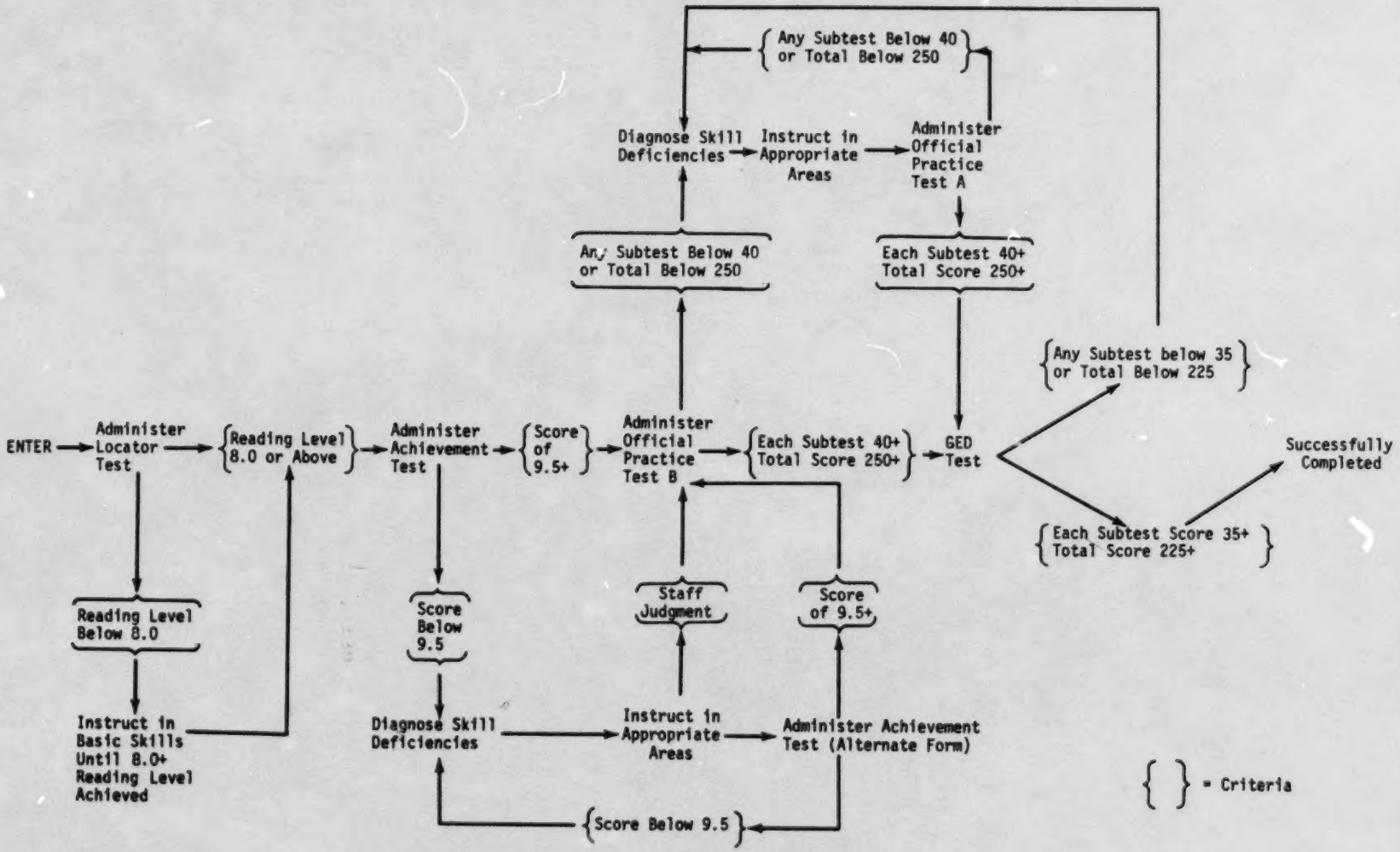
When the candidate has achieved the recommended minimum total score of 250 with at least 40 in each section, refer him or her to the GED Test. In this manner, only the candidate whose skills need upgrading will receive instruction, while the candidate who enters the program with sufficient skills to pass the GED Test will be referred. A candidate leaves the GED program when he or she passes the GED Test. If the candidate does not pass the GED Test, provide further instruction in the appropriate areas indicated by GED Test scores below 45 on any section, and re-test on those sections of the predictor before referring to the GED Test again.

Each section of the GED Practice Test has an item analysis which may provide broad indications of a candidate's educational needs. However, the GED Practice Test is not recommended for determining precise areas in which the student needs instruction. Other tests should be used for specific diagnosis.

DIAGNOSTIC ASSESSMENTS

Use diagnostic assessments to identify specific skills in which the HSE candidate needs instruction. By using such assessments, instruction can be prescribed for those skills in which the candidate is deficient. Diagnostic assessments should first be used between the testing phase, either achievement or predictor, or both, and the instructional phrase, and can be continued throughout instruction. As mentioned earlier, the achievement and predictor tests recommended in this chapter have an item analysis which can be used for diagnostic purposes. When necessary, use additional diagnostic assessments in conjunction with the item analysis to focus on specific skills. These assessments may consist of completed assignments, teacher observations, student comments, subtests of standardized achievement batteries, and the diagnostic tests found in commercially prepared high school equivalency preparation materials.

FLOW CHART OF HSE CANDIDATE'S PROGRESS THROUGH GED PROGRAM


ENTER
Administer Locator Test
Reading Level 8.0 or Above
Administer Achievement Test
Score of 9.5+
Administer Official Practice Test B
Each Subtest 40+ Total Score 250+
GED Test
Any Subtest below 35 or Total Below 225
Successfully Completed
Each Subtest Score 35+ Total Score 225+
Any Subtest Below 40 or Total Below 250
Diagnose Skill Deficiencies
Instruct in Appropriate Areas
Administer Official Practice Test A
Any Subtest Below 40 or Total Below 250
Each Subtest 40+ Total Score 250+
Reading Level Below 8.0
Instruct in Basic Skills Until 8.0+ Reading Level Achieved
Score Below 9.5
Diagnose Skill Deficiencies
Staff Judgment
Instruct in Appropriate Areas
Score of 9.5+
Administer Achievement Test (Alternate Form)
Score Below 9.5
{ } = Criteria

TECHNIQUES OF TAKING THE GED TESTS

While there is no substitute for knowing the subject matter, there are certain strategies which, when used, can enhance one's performance on a test. These strategies are a set of skills which make the students "test-wise" and enable them to obtain a higher score. Most adults in a GED program have not had much recent experience or success with taking standardized tests. A GED program should provide the student with practice in taking tests to develop test-taking skills.

SUGGESTIONS FOR DEVELOPING TEST-TAKING TECHNIQUES

Provide the student with GED practice exams, such as those found in the High School Equivalency Supplementary Inventories of the New York Education Department and in commercially available high school equivalency preparation workbooks. When possible, time the exams to give students experience with working within time limits. If available, use a separate answer sheet to familiarize students with different formats.

Familiarize the students with the design of test questions and the different skills which are tested. Some reading comprehension questions ask for literal information directly stated, in which case the passage may be scanned to locate the answer. Other questions ask for information which is implied and requires the reader to infer the answer. In this case, the candidate should skim the passage to gain a general impression. Still other questions are analytical and require the reader to draw conclusions and make inferences based only on supplied evidence.

Discuss the GED test in a non-threatening manner. DO NOT build unnecessary anxiety in the student.

Distribute and review copies of page 34, Tips For The GED Test-Taker

TIPS FOR THE GED TEST-TAKER

DO enter the exam well-rested and ready to take a test.

DO read the directions carefully.

DO use all the skills and knowledge you possess. Some questions require you to infer an answer or draw a conclusion even though the answer is not directly stated in the passage.

DO answer every question. DO NOT leave any blanks. The GED test does not penalize you for wrong answers.

DO remain calm. DO NOT panic if the questions toward the beginning of the test seem difficult. The questions on the GED test are not arranged in order of difficulty.

DO make an educated guess if you are unsure of the answer. Try to eliminate some of the choices as incorrect to increase your chances of choosing the right answer.

DO mark only one answer choice per question and completely erase unwanted answers.

DO check the number of every fifth item on the answer sheet to see that it matches with the number of the test question. DO NOT wait until the end of the exam to discover that you have mismarked the answers.

DO work as rapidly as possible without sacrificing accuracy. The GED test is timed, so DO NOT linger over difficult questions. Mark an answer and continue the test. If time remains, return to that question when you have completed the test.

DO NOT change an answer unless you are absolutely sure it is incorrect. Usually your first choice is the correct one.

DO NOT become emotionally involved with a passage that may contain controversial or provocative material. Such involvement may cause you to answer from your feelings rather than from what the author said. Vent your feelings to your instructor after the test.

INSTRUCTIONAL SYSTEMS FOR THE GED PROGRAM

The climate for learning in any adult program, whether a single instructional unit or a learning center with several units, should be adult.

Physical arrangements should be comfortable, flexible and informal so that adult students can work effectively toward their goals as quickly as possible.

Individual prescriptions should be developed jointly by the student and the instructor detailing the steps and materials necessary to master each unlearned skill within a given time-frame. This will help the student learn to work more independently and to become more self-directing. It is important that no student receive instruction in skill areas already mastered.

With the help of the program manager, the instructor should organize a management system which will:

- Orient each student to the instructional unit including the establishment of an individual cumulative folder, accessible to him or her and containing all test results. Occasionally, a separate work folder is established for prescription sheets, other information, and the work of the student, and additional information.

- Review the Flow Chart of HSE Candidate's Progress Through GED Program (page 31) with the student and explain what materials will be used, how they are used, and how they are obtained.

- Introduce simple programmed or self-directed materials to provide intensive practice for assigned areas.

- Provide group and individual activities planned from the diagnostic results so that each student becomes self-directing and eventually autonomous.

This management system should work in either the self-contained classroom or the learning laboratory.

In the self-contained classroom (students remain in one room for all of their instruction), the instructor is responsible for all areas of instruction in the GED program. Although the students may or may not use the learning laboratory, it is available for those who want or need help in reinforcing skills needed for the GED test. The self-contained classroom system lends itself very well to individualized instruction. The instructor understands the student's strengths and needs and can prescribe accordingly. This system is especially appropriate for single instructional units which do not have the availability of learning laboratories and their specialized equipment and programmed materials. However, some programmed material and equipment can be used to establish a mini-laboratory.

Learning laboratory (usually found in comprehensive centers) are usually equipped with various kinds of equipment and accompanying programmed materials. These programs allow students to work independently at their own pace; materials are self-directing and self-correcting. The learning laboratory specialist is responsible for diagnosing and inventorying the students' skill needs and then preparing a prescription

of instruction. The laboratory specialist monitors each student's progress and works closely with the classroom instructor to plan an appropriate program of preparation for the GED. In some situations, students are assigned only to the learning laboratory. In this case, the laboratory specialist will be the referral agent for the students who are ready for the test.

Although some learning laboratories schedule the entire unit to the laboratory on a regular basis, other laboratories schedule parts of the instructional units according to level or need. Most of the learning laboratories are available to the "walk-in" students who cannot fit regular classroom instruction and regular schedules into their work schedules. Instead, they log in their required six hours or more of instruction at their convenience in the learning laboratory.

Equipment and materials vary from laboratory to laboratory. The following will be found in most laboratories:

- Aud-X machine with accompanying programmed books
- Controlled readers with books
- Systems 80 with film slide and record
- Language masters or card readers with commercial and teacher-made cards
- Tape cassette players with teaching tapes and books or worksheets
- Tachistoscopes (tach-x) with books
- Flash-X (hand tach-x) with discs
- Viewlex or other viewer for filmstrip material
- Software kits such as Tactics and SRA
- Software books designed for test preparation
- State guides and instructional materials (Check with state area person for available materials.)

FORMS AND RECORDS FOR THE GED PROGRAM

The maintenance of comprehensive records is critical to the analysis of programs. Some forms are required by the State and are collected for compilation, analysis, and reporting. Other forms are prepared locally and are kept on-site as a record of the local unit's progress.

This chapter is intended to provide an overview of both the State-required forms and exemplary local forms, that are considered instrumental to program operations. Suggestions for facilitating paperwork and administrative procedures will be included.

STATE-PREPARED FORMS

A. Application For High School Equivalency Diploma and GED Testing (See pages 39 and 40.) The application form is sent directly to the testing center. In most cases the center publishes a testing schedule for the academic year. The student requests a specific date and is mailed an admissions card. It is often helpful to call the center first to approximate the turn-around time between application and appointment.

All information should be typed or printed with ball-point pen. (Spanish translations are available -- see pages 41 and 42.)

On the back of the Application Form there are "Eligibility Requirements," and "General Information." These should be read carefully. The application itself requests the following:

1) Name, address, sex, age, birthdate, and telephone number

2) If the candidate is under 19, he or she must indicate: the high school last attended, its address, the official date of discharge, and the graduation date of his or her class.

   If the candidate is attaching a special letter of request it would be indicated in this section.

3) Previous test information. If the candidate was tested before, he or she must indicate the date and testing center, and attach a transcript of scores. If the transcript is unavailable, the form the student previously wrote must be included.

4) The desired test center and examination date.

5) Signature. (The candidate must sign and date the application.)

B. Interim Report (see page 43.)

Midway through the fiscal year the Bureau of General Continuing Education requires an Interim Report be filed with their office. In order to facilitate compilation of the data, it is advisable to have each individual teacher complete the form for his or her unit.

C. Final Report (see page 44.)

At the end of the fiscal year "Final Report Forms" are to be completed and forwarded to the Bureau of General Continuing Education, New York State Education Department.

Again, in order to facilitate the collection and compilation of these data, it is suggested that each teacher submit the data for his or her individual unit.

> Note: It is helpful to have teachers indicate the number of students waiting for scores and the number of students waiting to take the exam; at the close of the unit the "Number of students referred" to the exam should equal the students that have passed, failed, are waiting for scores, or are waiting to take the test.

LOCAL FORMS AND RECORDS

A record must be kept of the actual hours that each student attends class. Most local programs thus maintain a rollbook for each unit and a student folder for each applicant. There are many commercial rollbooks available for recording student hours. Whichever you may select, it is advisable to keep comprehensive data on the applicant's profile and testing in it. Much of the personal data recorded on the cumulative record form can be transcribed into the rollbook. The rollbook can also be modified to include other pertinent data: i.e., in-class testing and GED referral and scores.

Larger programs with decentralized classes may call for submission of a Monthly Referral Data Form. (See page 45.) Such forms include: teacher's name, unit number, center, and month, the current register, number of students referred to the GED for that month, number of students referred to date, a roster of the students being examined, and test dates and centers. These forms are then maintained in the central office for future correlation with cumulative record forms, interim report forms and final report form data.

A folder should be kept on each student enrolled in the program. This folder would include the "Application" for testing (prior to mailing) all test forms, samples of student work, and records of student progress. In all cases it is most helpful to visually present the student with a record that indicates his or her preparation in each of the sub-test areas, and his or her progress. A sample student record cumulative form is provided on pages 46 and 47.

In large decentralized programs Field Supervisors, responsible for the instructional program, and field operations are often required to file schedules of their intended activities such as is found on page 48.

In all programs when the supervisor visits a site, he or she should document his or her observations. Many different forms can be prepared for this purpose. An example of an informal observation form is found on pages 49 and 50.

Personnel folders should be kept for all staff members. These might include resumes, application forms, class assignments, and the observation reports.

Evaluation of the program is largely dependent on the number of high school Equivalency Diplomas obtained by students in the program. Maintaining good recording systems both documents the success of a program and facilitates instructional operations.

NEW YORK STATE HIGH SCHOOL EQUIVALENCY PROGRAM
APPLICATION
FOR
HIGH SCHOOL EQUIVALENCY DIPLOMA AND GED TESTING

Read the information on the reverse side before completing this application.

PRINT all requested information in the spaces provided.

1)

NAME (LAST) (FIRST) (MIDDLE)	Check one box: Male ☐ Female ☐	Age
ADDRESS (NUMBER) (STREET) (APT. #)	Date of Birth / / Month Day Year	
(CITY) (STATE) (ZIP CODE)	Telephone Number : (Area Code) (Number)	

2) Are you nineteen years of age or older? ☐ YES If YES, go to number 3.
☐ NO If NO, you must complete the following:

Name of high school you last attended as a full-time student _____

Address of your former high school _____
(STREET) (CITY) (STATE) (ZIP CODE)

When did you officially leave high school? ___/___/___ MO. DAY YEAR

When did your high school class graduate? ___/___/___ MO. DAY YEAR

If you are attaching a letter from a college admissions officer or a recruiting officer for the armed forces, check this box. ☐

3) Have you tested previously for the High School Equivalency Diploma? ☐ NO If No, go to number 4. ☐ YES If YES, you must complete the following:

Enter the exact date you last wrote the GED tests ___/___/___ MO. DAY YEAR AND attach to this application a copy (not the original) of your transcript, or the detachable RECORD OF GED TEST FORMS TAKEN, found at the bottom of some transcripts.

If you have previously tested for the High School Equivalency Diploma, you must:
(a) take a different form of the examination each time you test, and
(b) wait a minimum of two months before testing again.

4) Check the official Testing Schedule and enter the name of the test center where you want to be tested and the test date your prefer:

TEST CENTER _____ TEST DATE REQUESTED _____

You will be tested on the date requested, if possible. About 5 days before the tests are administered, the center will notify you of the time and place to appear for testing. If you cannot take the examination at that time, notify the testing center immediately and you will be rescheduled. If you do not appear for the testing and do not notify the testing center, your application will be cancelled. Then in order to be scheduled for another testing, you will have to submit a new application.

5) I do hereby certify, subject to the penalty for perjury, that the information given on this form and on any attachments is true to the best of my knowledge and belief.

SIGNATURE _____ DATE _____

MAIL THE COMPLETED APPLICATION AND ANY REQUIRED ATTACHMENTS TO THE TESTING CENTER WHERE YOU WANT TO BE TESTED.

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DET 602 (7-80-180,000)

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Educational Testing
High School Equivalency Program
Albany, New York 12234

I. Eligibility Requirements

You are eligible to apply for the New York State High School Equivalency Diploma and to write the Tests of General Educational Development (GED) at a New York State test center if you have lived in New York State for at least one month and are:

(a) 19 years of age or older, or
(b) 17 or 18 years of age and
    (1) have been out of a full-time high school program for at least one year, or
    (2) were a member of a high school class that has graduated.

To receive the New York State High School Equivalency Diploma you must pass the GED test with a total score of at least 225 and a score on each of the five tests of at least 35. If you have passing scores on the GED tests taken out-of-state or in the armed forces, or if you have earned at least 24 college credits as a recognized candidate for a degree or certificate at an approved institution and are otherwise eligible, you may not need further examination. Instead, you should request information on how to apply for the New York State High School Equivalency Diploma from the High School Equivalency Program Office at the address above.

If you need GED scores for admission to a school or college or to the armed forces but do not meet the age requirements above, you may take the examination now. If you obtain satisfactory scores, the diploma will be automatically issued when you are eligible. You must attach to your application a letter from the admissions or recruiting officer requesting your scores. Submission of this letter will indicate your approval for us to release your scores.

II. How to Apply for GED Testing and the New York State High School Equivalency Diploma

1. Check the Eligibility Requirements above to be sure you are eligible.
2. Fill out the application on the reverse side.
3. Mail the completed application and any required attachments to the TESTING CENTER WHERE YOU WANT TO BE TESTED or take it there in person.
4. About five days before the testing dates, the center will notify you of the time and place to appear for testing. If you cannot take the examination on the dates given, notify the testing center; otherwise, your application will be cancelled.
5. When you go to the testing center, you should take with you at least <u>two</u> No. 2 pencils, proof of identity and proof of age. Your fingerprints will be taken during each test session.
6. You will be sent a report of your scores in about four to six weeks. If you obtain satisfactory scores and meet all eligibility requirements, you will be sent the New York State High School Equivalency Diploma.

III. General Information

You can take the Tests of General Educational Development in any one of over 70 testing centers located throughout New York State. Some testing centers administer the examination every month; others, only a few times a year. The <u>Testing Schedule</u>, published each year, gives the address of each test center and the dates on which the tests are to be given.

There are no fees for the services provided by the New York State High School Equivalency Program. You may take the examination and request transcripts of scores without cost. You can arrange to take a Spanish-language examination instead of the English-language examination by writing to the High School Equivalency Program Office at the address above for a special Spanish application. Should you fail the examination, you can retest on a different form of the examination in two months.

The <u>Information Brochure</u> contains important information you will need about the program and about the content of the examination. Copies of the <u>Information Brochure</u> and the <u>Testing Schedule</u> are available in most high schools and public libraries. To obtain free copies, send your request by letter or postcard to the High School Equivalency Program Office at the address above.

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PROGRAMA DE EQUIVALENCIA DE ESCUELA SUPERIOR DEL ESTADO DE NUEVA YORK
SOLICITUD PARA OBTENER
EL DIPLOMA DE EQUIVALENCIA DE ESCUELA SUPERIOR Y LOS EXAMENES "GED"

Lea la información que aparece al otro lado de esta página antes de completar esta solicitud. Escriba en LETRA DE IMPRENTA toda la información que se le pide en los espacios que se proveen.

NOMBRE (APELLIDO) (NOMBRE) (INICIAL DEL MEDIO)	Marque una casilla Masculino ☐ Femenino ☐	Edad
DIRECCION (NUMBER) (STREET) (APT. #)	Fecha de Nacimiento Mes / Día / Año	
(CIUDAD) (ESTADO) ("ZIP CODE") (ZONA DE CORREO)	Número de Teléfono ("Area Code") (Area telefónica) (Número)	

2) ¿Tiene usted diecinueve o más años de edad? ☐ Sí ☐ No — Si contesta SI, siga a la pregunta 3. Si contesta NO, deberá completar lo siguiente:

Nombre de la escuela superior a la que asistió últimamente como estudiante de tiempo completo _____

Dirección de la escuela superior a la que asistió anteriormente _____ (CALLE) (CIUDAD) (ESTADO) (ZONA DE CORREO)

¿Cuándo abandonó usted oficialmente la escuela superior? ___/___/___ MES DIA AÑO

¿En qué año se graduó su clase de escuela superior? ___/___/___ MES DIA AÑO

Si usted está incluyendo una carta de un funcionario de la oficina de admisiones de un colegio o de un funcionario de la oficina de reclutamiento de las fuerzas armadas, llene esta casilla . → ☐

3) ¿Se ha examinado usted anteriormente para obtener el Diploma de Equivalencia de Escuela Superior? ☐ Sí ☐ No — Si la respuesta es NO, siga a la pregunta 4. Si la respuesta es SI, deberá contestar lo siguiente:

Indique la fecha exacta cuándo tomó por última vez los exámenes "GED" ___/___/___ MES DIA AÑO Y adjunte una copia (no el original) de su transcripción, o el REGISTRO DE LOS FORMULARIOS DE LOS EXAMENES "GED" TOMADOS, que aparece en la parte de abajo de algunas transcripciones y que puede separarse.

Si usted se ha examinado anteriormente para obtener el Diploma de Equivalencia de Escuela Superior, usted deberá:
(a) tomar un formulario de examen diferente cada vez que se examine, y
(b) esperar un mínimo de dos meses antes de examinarse otra vez.

4) Revise el Itinerario oficial de exámenes, llene el nombre del centro examinador donde desea examinarse y la fecha que prefiere:

CENTRO EXAMINADOR _____ FECHA EN LA QUE DESEA EXAMINARSE _____

Si es posible, se le examinará en la fecha en que solicitó. Aproximadamente, 5 días antes de suministrar los exámenes el centro examinador le avisará la hora y el sitio adonde deberá presentarse para examinarse. Si no pudiera usted tomar el examen a esa hora, notifique inmediatamente al centro examinador y se le dará otra. Si usted no se presentara a tomar el examen y no avisara al centro examinador, su solicitud será cancelada. Para poder recibir una nueva fecha para otro examen, usted deberá enviar una nueva solicitud.

5) Certifico, bajo pena de perjurio, que la información que doy en este formulario y en los otros documentos incluídos, es correcta de acuerdo con mi entendimiento y creencia.

FIRMA _____ FECHA _____

ENVIE POR CORREO LA SOLICITUD LLENA Y CUALQUIER OTRO DOCUMENTO REQUERIDO AL CENTRO EXAMINADOR DONDE DESEA EXAMINARSE/

Universidad del Estado de Nueva York
DEPARTAMENTO DE EDUCACION DEL ESTADO
Oficina de Exámenes Educativos
Programa de Equivalencia de Escuela Superior

I. Requisitos de elegibilidad

Usted es elegible para solicitar el Diploma de Equivalencia de Escuela Superior del Estado de Nueva York y para tomar los exámenes de "General Educational Development, GED" en un centro examinador en el estado de Nueva York, si ha vivido por lo menos un mes en el estado de Nueva York y tiene:

(a) 19 o más años de edad, o
(b) 17 ó 18 años de edad y si
    (1) ha estado fuera de un programa de escuela superior de tiempo completo por lo menos un año, o
    (2) era miembro de una clase de escuela superior que se graduó.

Para recibir el Diploma de Equivalencia de Escuela Superior del Estado de Nueva York usted deberá aprobar el examen "GED" con una puntuación total no menor de 225 puntos y con una puntuación no menor de 35 puntos en cada uno de los cinco exámenes. Si tiene usted una puntuación pasable en los exámenes "GED" que fueron aprobados fuera del estado o en las fuerzas armadas, o si ha aprobado por lo menos 24 créditos universitarios como candidato reconocido para obtener un grado o certificado en una institución acreditada (certificada) y además es elegible, podría no necesitar más exámenes. En su lugar, debería usted solicitar información sobre cómo solicitar el Diploma de Equivalencia de Escuela Superior del Estado de Nueva York en la Oficina del Programa de Equivalencia de Escuela Superior en la dirección que se señala arriba.

Si necesitara la puntuación obtenida en los exámenes "GED" para ser admitido a una escuela o universidad o para las fuerzas armadas, pero no satisface el requisito de edad que se estipula arriba, podría tomar el examen ahora. Si obtiene una nota satisfactoria, el diploma se le extenderá automáticamente cuando sea elegible. Deberá incluir con su solicitud una carta del funcionario de la oficina de admisiones o de la oficina de reclutamiento pidiendo su puntuación. El sometimiento de esta carta nos concederá su consentimiento para nosotros enviar su puntuación.

II. Cómo solicitar los exámenes "GED" y el Diploma de Equivalencia de Escuela Superior del Estado de Nueva York.

1. Revise los requisitos de elegibilidad que aparecen arriba para asegurarse de que es elegible.
2. Llene la solicitud que está por el otro lado.
3. Envíe por correo o lleve personalmente la solicitud llena y cualquier otro documento requerido al CENTRO EXAMINADOR DONDE DESEA EXAMINARSE.
4. Aproximadamente cinco días antes de la fecha del examen, el centro examinador le avisará la hora y el sitio adonde debe presentarse para tomar el examen. Si no pudiera tomar el examen en la fecha que se le asignó, avise al centro examinador; si no lo hace, su solicitud será cancelada.
5. Cuando vaya al centro examinador debe llevar por lo menos dos lápices No. 2, prueba de identidad y prueba de la edad. Se le tomarán sus huellas digitales durante cada sesión de examen.
6. Se le enviará un informe de su puntuación dentro de cuatro a seis semanas. Si obtuviera una puntuación satisfactoria y cumpliera con todos los requisitos de elegibilidad, se le enviará el Diploma de Equivalencia de Escuela Superior del Estado de Nueva York.

III. Información General

Usted puede tomar los exámenes de "General Educational Development, GED" en cualquiera de los 70 centros examinadores diseminados por el estado de Nueva York. Algunos centros examinadores ofrecen el examen todos los meses; otros sólo pocas veces al año. El Itinerario de exámenes que se publica todos los años, incluye la dirección de cada centro examinador y las fechas en las cuales se ofrecerán los exámenes.

No hay que pagar por los servicios que provee el Programa de Equivalencia de Escuela Superior del Estado de Nueva York. Usted puede tomar el examen y solicitar transcripciones de su puntuación sin costo alguno. Usted puede hacer arreglos para tomar los exámenes en español en vez de los exámenes en inglés, escribiendo a la Oficina del Programa de Equivalencia de Escuela Superior a la dirección que aparece arriba. Esta oficina le enviará una solicitud especial en español. Si fracasara en obtener el Diploma de Equivalencia de Escuela Superior puede examinarse otra vez dentro de dos meses en un formulario diferente de examen.

El Manual de información incluye información importante acerca del programa y del contenido de los exámenes que necesitará. Están disponibles copias del Manual de información y del Itinerario de exámenes en la mayor parte de las escuelas superiores y bibliotecas públicas. Para obtener copias gratis, envíe su pedido por carta o tarjeta postal a la Oficina del Programa de Equivalencia de Escuela Superior a la dirección que aparece arriba.

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Continuing Education
Albany, New York 12234

INTERIM REPORT
State-Funded High School Equivalency Program
July 1, 1980 - December 31, 1981

School District/BOCES _____

I. UNIT INFORMATION

Total number of approved units: _____

Total number of units (classes) begun:	English _____	Spanish _____
Number of units presently in operation:	English _____	Spanish _____
Number of units discontinued (if any):	English _____	Spanish _____
Number of units completed (if any):	English _____	Spanish _____

II. APPLICANT INFORMATION

Total number of applicants	_____
Number of eligible applicants for whom no slot was available	_____
Number of applicants not eligible because reading scores were below 7.0	_____
Number of ineligible applicants referred to ABE programs	_____

III. STUDENT INFORMATION

Number of Students by Level of Enrollment			
Reading Grade Level	Number Enrolled	Number Referred to GEDT	Number Separated from Program
7.0 - 7.9			
8.0 - 8.9			
9.0 - 9.9			
10.0 - 10.9			
11.0 - above			
TOTAL			

Return Completed Form by January 15, 1981:

Bureau of General Continuing Education
State Education Department
Albany, New York 12234

_____
Signature of Program Manager

_____
Date Submitted

THE STATE EDUCATION DEPARTMENT
Bureau of General Continuing Education
Albany, NY 12234

Return one copy by July 15, 1981

FINAL REPORT

State-Funded High School Equivalency Program
1980-81

School District/BOCES _____

I. UNIT INFORMATION

Number of units allocated . . . . . ____

Number of units completed (operated for 150 instructional hours) English . ____

Number of units completed (operated for 150 instructional hours) Spanish . ____

Number of units started but not completed (less than 150 instructional hours). . . . . ____

II. APPLICANT INFORMATION

Total number of applicants . . . . . ____

Number of eligible applicants for whom no slot was available . . . . . ____

Number of applicants not eligible because reading scores were below 7.0 . . ____

Number of ineligible applicants referred to adult basic education programs . . . . . ____

III. STUDENT INFORMATION

Number of Students by Sex and Origin

Sex	Amer. Ind.	Black	Asian	His-panic	White
Male					
Female					

Number of Students by Age

16-17	18-21	22-44	45-64	65+

Number of Students by Level of Enrollment

Grade Level	No. Enrolled	No. Referred to GEDT	No. Passed GEDT	No. Failed GEDT	No. Separated From Program
7.0-7.9					
8.0-8.9					
9.0-9.9					
10.0-10.9					
11.0 & above					
TOTAL					

Number of students by reasons for enrollment

To Obtain Employment . . . . . ____

To Retain or Advance in Present Job . . . . . ____

To Obtain Requirements for Further Education or Training . . . . . ____

Please staple the Test Data Form with an alphabetical listing of all students for whom no scores have been received who have been or are scheduled to take the GEDT between May 15 and July 15.

RETURN TO:

Bureau of General Continuing Education
State Education Department
Albany, NY 12234

_____
Program Manager

_____
Date

High School Equivalency
Summary Report for Month of _____ 79/80

Teacher _____

Unit # _____ Center _____

CURRENT REGISTER _____

OF STUDENTS REFERRED TO GED THIS MONTH _____

OF STUDENTS REFERRED TO GED TO DATE _____

REFERRALS

(Each referral should indicate the date that the student is scheduled to take the exam, not the month the application is mailed. Each student should have verification of the test date.)

NAME	TEST CENTER	TEST DATE (month/day)	RESULTS (do not write in this space)

This form is to be kept on file, locally for one year.

STUDENT CUMULATIVE RECORD FORM

1. Program Code:

   Program Name: _____ Center: _____

2. Student Name: _____ (Last) _____ (First) _____ (M.I.)

   Address: _____ Phone: _____

3. Dates:

	Month	Day	Year
a. Birth	____	____	____
b. Entry into Program	____	____	____
c. Withdrawal from Program	____	____	____
d. _____ (Diagnostic)	____	____	____
e. _____ (Predictive)	____	____	____
f. Referral to GED Test	____	____	____
g. First GED Test	____	____	____
h. Second GED Test	____	____	____

Testing Center

g. _____

h. _____

4. Student Description:

Age		Ethnic Background		Sex	
a. 16-17	☐ (1)	a. American Indian	☐ (1)	a. Male	☐ (1)
b. 18-21	☐ (2)	b. Black	☐ (2)	b. Female	☐ (2)
c. 22-25	☐ (3)	c. Oriental	☐ (3)	**Viet Nam Veteran**	
d. 26-35	☐ (4)	d. Puerto Rican	☐ (4)	a. Yes	☐ (1)
e. 36-50	☐ (5)	e. Other Hispanic Origin.	☐ (5)	b. No	☐ (2)
f. Over 50	☐ (6)	f. Other (Including White).	☐ (6)		

Last grade completed in school:

Did this student participate in an Adult Basic Education Program? a. Yes ☐ (1) b. No ☐ (2)

Has student previously taken GED Test? a. Yes ☐ (1) b. No ☐ (2)

Is student enrolled in a Spanish High School Equivalency Program? a. Yes * ☐ (1) b. No ☐ (2)

5. Reason for seeking High School Equivalency Diploma: (Check one)

a. To obtain employment . . .	☐ (1)	d. To further education . .	☐ (4)
b. To retain present job . .	☐ (2)	e. For self-improvement . .	☐ (5)
c. For job advancement . . .	☐ (3)	f. Other	☐ (6)

6. Reason for withdrawal: (Check one)

a. Program not meeting needs .	☐ (1)	c. Personal problems . . .	☐ (3)
b. Insufficient time	☐ (2)	d. Other	☐ (4)

7. Reading grade level at time of entry into program:
(Check test used to determine reading level.)

a. CAT Level 4 . . . . . A ___ B ___	☐ (1)	b. MAT (advanced level) . .	☐ (2)

8. Test Results

Subtest	(Diagnostic)	(Predictive)
#	☐	☐
#	☐	☐
#	☐	☐
#	☐	☐
#	☐	☐

9. GED Test Results:

Subtest	First Test Form ___	Second Test Form ___
#1	☐	☐
#2	☐	☐
#3	☐	☐
#4	☐	☐
#5	☐	☐

10. Actual Hours of Attendance: (Include actual hours)

a.	☐ (1)	b.	☐ (2)	c.	☐ (3)	c.	☐ (4)	e.	☐ (5)
	0-18		19-51		52-84		85-117		118-150

*NOTE: For additional GED testing, please attach information on a separate sheet.

HIGH SCHOOL EQUIVALENCY CONSORTIUM

_____
SUPERVISOR

MONTH _____ WEEK OF _____

	MORNING	AFTERNOON	EVENING
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

SUPERVISOR

Field Supervisor _____ Date _____ Unit Number _____

Site _____ Days: M T W T F Hours _____

Staff at Site: Type of HSE unit: English/Spanish

Teacher _____ Register _____

Paraprofessional _____ Attendance _____

Learning Conditions:

Record Keeping: (Time Sheets, Rollbooks, Folders, Cumulative Record Forms, Summary Reports, etc.)

Observations: (Include materials and followup)

Class Data
Total Enrollment _____
Total Referred _____
Total Passed _____
Total Failed _____
Total No Results _____

OBSERVATION FORM

		Circle One:	Comments - Suggestions
A.	Curriculum		
1.	Content	1 2 3 4	
2.	Process	1 2 3 4	
3.	Structure	1 2 3 4	
B.	Materials		
1.	Commercial	1 2 3 4	
2.	Teachermade	1 2 3 4	
3.	Method of Selection	1 2 3 4	
C.	Testing		
1.	Locator	1 2 3 4	
2.	Diagnostic	1 2 3 4	
3.	Prognostic	1 2 3 4	
4.	Record Keeping	1 2 3 4	
D.	Prescription		
1.	Student Mastery Record	1 2 3 4	
E.	Instructional Planning		
1.	Control of content mix	1 2 3 4	
2.	Ad hoc grouping*	1 2 3 4	
3.	Peer teaching	1 2 3 4	
4.	One person working along	1 2 3 4	
5.	Work station	1 2 3 4	

*A group formed to work on a specific task is disbanded as soon as the task is completed.

Key-
1. Needs improvement
2. Fair
3. Good
4. Excellent

54

MATH LOCATOR

NAME _____ DATE _____

$$\begin{array}{r} 34 \\ 8 \\ +\ 25 \\ \hline \end{array}$$

$$\begin{array}{r} 306 \\ -\ 48 \\ \hline \end{array}$$

$4 \times 8 =$

$6\overline{)42}$

$$\begin{array}{r} 206 \\ \times\ 35 \\ \hline \end{array}$$

$9\overline{)495}$

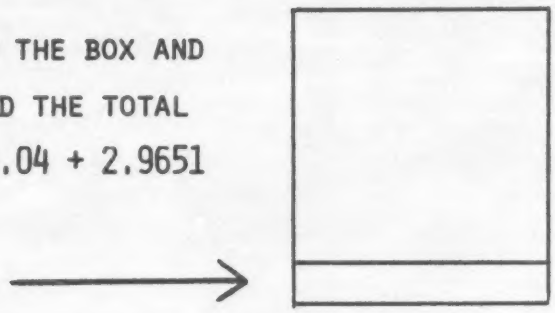
$26\overline{)10582}$

$$\begin{array}{r} 4\ \frac{3}{4} \\ -\ 2\ \frac{5}{6} \\ \hline \end{array}$$

$\frac{3}{4} \times \frac{2}{5} =$

$2\ \frac{1}{2} \div 3\ \frac{2}{3}$

COPY IN THE BOX AND
AND FIND THE TOTAL
2.3 + 6.04 + 2.9651



$$\begin{array}{r} -\ 4 \\ +\ 2 \\ -\ 1 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2.75 \\ \times\ .34 \\ \hline \end{array}$$

$3 \times + 2 = 11$
$x =$

$2^3 =$

$.03\overline{)6}$